



Research into residential opportunities available for young people through schools





Executive Summary

This research was funded by the Department for Education and Skills (PSHE/Citizenship Team) and managed by The Scout Association and The Duke of Edinburgh's Award. The telephone research was carried out by The Wire with analysis undertaken by DVL Smith.

The aims of the research were defined in a letter from the Department dated 14 September and stated as to identify:

- types of organisation offering residential opportunities
- types of opportunity available and number of places
- objectives of residential opportunities
- evidence of success criteria or evaluation systems
- key links to the curriculum
- the range of adults involved
- how residential opportunities are arranged
- age ranges of pupils catered for
- access issues for particular groups of pupils (e.g. disabled & SEN)
- Costs and subsidies

The opportunity was also taken to examine a range of other issues during the research such as the criteria used for venue selection and planning timescales and the outcomes are included below.

This summary should be read in conjunction with the main presentation document (pages 8 to 54) and with particular reference to the keynote summary and conclusions sections (pages 12, 53 and 54).

The research was undertaken with a statistically valid sample of 100 schools from each of the nine government regions in England and Wales – making a total of 900 schools that contributed.

With the above in mind the main issues and key facts we would draw to your attention are as follows: The main findings and key facts were:



Current provision

86% of Primary Schools offer their pupils at least one residential opportunity during their time at the school with a focus on Years 5 and 6. However most pupils would only be offered one opportunity during their time in Primary School and this is predominantly linked to a year group residential;

99% of Secondary Schools offer their pupils at least one residential opportunity during their time at the school. Secondary pupils are generally offered a wider range of more frequent opportunities, and it would be likely for a pupil to be offered several residential opportunities during their time at Secondary school;

Overall 66% of pupils take up this opportunity (when offered) during their time at school. However only 21% of schools stated that all their pupils attended a residential, with 14% stating that less than 20% of pupils attended;

Access Issues

For the small minority of schools not offering residential opportunities, the most influential factor (among the limited range we asked about) was cited as “health and safety and liability concerns”, though this does not tell us specifically what the concerns were, nor whether they had any justification. A small minority of teachers was concerned on these issues; we speculate that this concern partly arose perhaps due to alarmist press reports. Some other reasons stated such as “lack of confidence”, “lack of support in organising” and “lack of time” suggest to the authors of this report that further support is required if more pupils are to have access to this opportunity;

Cost was cited as the predominant reason why pupils do not take up the opportunity when offered by the school – cost is seen as a barrier to 61% of this group of pupils not attending a residential. Interestingly 45% of all residentials are subsidised to some extent with 50% of subsidies paying half or more of the cost. Subsidies mainly come from school funds (58%) with some LEA support (18%). 72% of inner city schools subsidise places for their pupils. Clearly many schools (and some LEAs) consider residentials worthy of financial investment as an important part of the curriculum on offer;

Disability was the barrier for 31% of pupils who did not attend a residential and indications are that many residential facilities are not yet DDA compliant. Religious and ethnic/cultural reasons scored low (4% and 3%) and this may indicate that schools make substantial (and successful) efforts to ensure these opportunities are available to the widest range of pupils;



Organising a residential

Teachers are the predominant influence in deciding where residentials are held (94%) and they tend to book the same venue year on year, often 12 months in advance. It is clear that when teachers find a venue and provider with which they are confident they will stick with them. This is an efficient way of organising a residential, builds confidence amongst all stakeholders and provides business security for the providers;

There is a fairly equal split in how residentials are organised between purchased packages, staff organised trips and part package, part self-organised. This is surprising given the additional workload that results in self-organised events. There is some anecdotal evidence that teachers self organise parts of the residentials to keep costs down and to provide a wider variety of experience than “simply” an outdoor based programme;

School staff (both teaching and non teaching) accompany children on residentials with little support from parents and other adults. It is unclear whether this is through the choice of the teachers or lack of support from others. It is probable that Child Protection concerns feature highly in this decision. Residentials also offer an excellent opportunity for team building amongst staff and these two factors may outweigh concerns (and costs) about the provision of cover back in the school.

When choosing venues for residentials teachers place the greatest emphasis on safety matters such as child protection, first aid cover and risk assessments. There is also a large emphasis on AALA safety-inspection of 4 activities - caving, climbing, trekking and water. Clients might take comfort, where a provider has an AALA licence, from the fact that the safety management of all adventure activities offered to young people by a such a provider has been considered by AALA inspectors, but AALA has no power to offer any official approval of activities beyond the 4 it licences. Given that independent assessment of all aspects of venues and providers would give teachers confidence, it is welcome that various groups in the industry are working on possible systems, through e.g. the independent Adventure Activities Industry Advisory Committee and the Education Visits Advisory Council;

For Primary Schools the majority (84%) of experiences take place during the summer term. This is not surprising given that most trips take place after SATs and are focussed on year six pupils;

Secondary Schools offer a substantially wider range of options through the year (averaging 5 Residential experiences), with a focus on the summer term (69%). Most (94%) take place in term time.

The most frequently booked type of residential was described as “outdoor education” with nearly 80% of Primary schools organising events in this category. Nearly 50% of Primary schools also offered “study trips” which were directly linked to the curriculum.

For Secondary schools the picture is far more varied. Whilst “outdoor education” was the most popular (82%) more than half of Secondary schools also offer study trips, cultural visits abroad, extra curricular trips and cultural visits within the UK. A large number (72%) of secondary schools offer residential, cultural visits aboard – mainly within the EU, which when added to those that offer exchange opportunities abroad (42%) and sports tours abroad (22%) it is clear that a substantial number of young people have the chance to travel abroad with their school;



Outcomes

The principle and most important benefits of all experiences were seen as building self-confidence, developing social skills and team building. These outcomes are, however, difficult to justify given the lack of formal evaluation that takes place (see below). However the informal observations of teaching staff are important in this context and the areas mentioned above are notoriously difficult to evaluate and quantify. Additionally children and young people themselves often talk fondly of their experiences during residential and often describe their experiences as formative in developing their personal skills;

There is little evidence of formal or systematic review and evaluation with most schools relying on informal feedback from pupils and the school staff. This is matter of concern give the large number of residential experiences that take place and the resources that are committed to them. Clearly teachers require considerable support in both evaluating and quantifying the value of the experience for the young people. Providers also have a role to play in providing resources and support to enable this process to take place and helping the children and young people to transfer their learning from the residential back into their “normal” lives;

Costs

The average cost for a Primary School residential is £130 and for Secondary Schools it is £155;

If greater emphasis were placed on residential and demand increased the providers would quickly expand their businesses to cope

Overall conclusions

It is the exception rather than the rule for a young person not to have the opportunity to attend a residential during their schooling;

In order to increase the numbers of pupils who take up this opportunity greater, targeted funding would have the biggest effect;

Teachers need more support and information to understand how to choose a “quality” provider; and it is welcome that DfES is working to supplement existing safety guidance by summarising key points in plain terms for classroom staff, and to remind employers how they must treat staff fairly in investigating any case (fortunately rare) of accidental injury to a pupil on school activity – which should help any staff who want reassuring that when they take reasonable care and follow employer guidance, the law protects them;

Schools generally place high value on providing residential experiences for their pupils, mainly for personal development outcomes, and are prepared to financially support them – either directly or through providing cover for teaching staff to attend.

Stephen Peck
Director of Programme and Development
The Scout Association

On behalf of The Scout Association and The Duke of Edinburgh's Award.





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**THE SCOUT ASSOCIATION,
DUKE OF EDINBURGH'S AWARD
AND DEPARTMENT for
EDUCATION AND SKILLS**

RESIDENTIAL EXPERIENCES

PRESENTATION OF RESEARCH RESULTS

December 2004



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Research context

- Early in 2004 Charles Clarke, the (then) Secretary of State for Education and Skills, announced that Residential Experiences should be available to all children between the ages of 7 and 16 in England
- Set against the context of an ever increasing focus on School Performance Tables and the perception of an increased 'compensation culture', the Department for Education and Skills (DfES) recognises both the threat to, and the need for, the wider social experience of Residential Experiences for schoolchildren
- As a consequence, the DfES wished to 'map' the availability of current residential opportunities for schoolchildren



Research objectives

- The overall objective of the research was, therefore, to map out the extent and nature of Residential Experiences currently offered to children in both Primary and Secondary schools with at least one overnight stay

More specifically, research was required to understand such issues as:

- Type of residential opportunity available/undertaken
 - Extent of availability/take-up
 - Age ranges of pupils catered for
 - Objectives/outcomes of these opportunities
 - Success criteria and evaluation of that success
 - Costs and subsidies
-
- For the purposes of this research a “residential” was defining as an experience lasting more than one night way.
 - Secondary objectives existed around the supplier perspective regarding issues of capacity and availability



Methodology and sample

- A total of 900 telephone interviews were conducted with schools as follows:

Category	Segment	n	Total
School Type	Primary	449	900
	Secondary	437	
	Both	14	
Region	North	300	900
	Midlands	200	
	South	400	
Location	Inner City	165	900
	Urban	241	
	Rural	207	
	Semi-Rural	174	
	Suburbs	113	

- Regions included 100 interviews in each of the 9 Government Regions
- The person interviewed in the school was the person “responsible for planning” the residential. This inevitably covered a range of roles including Headteachers or their Deputy, Head of year, Teacher in charge and Bursar/Office Manager.
- The number of respondents to each question is shown in the relevant chart.
- An additional 50 interviews were completed with providers spread evenly across the 9 Government Regions
 - 35 Youth Organisation Centres, 6 Children’s Activity Centres, 9 Youth Hostels
- Fieldwork took place throughout October and November 2004



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Key Note Summary





Key note summary

- Currently, 66% of pupils undertake a Residential Experience (see page 14)
- To achieve the aspiration of all pupils undertaking a Residential Experience would require providers to increase capacity by 50%
- Of the 50 providers interviewed, 33% claimed they could already cope with this increase
- A further 23% would expand to meet the proportionate increase
- Therefore a worst case scenario of *all* schoolchildren wanting to go on a Residential Experience during peak Summer term times (the most popular time - see page 18), could mean a shortfall in availability



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The School Perspective





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The Opportunity

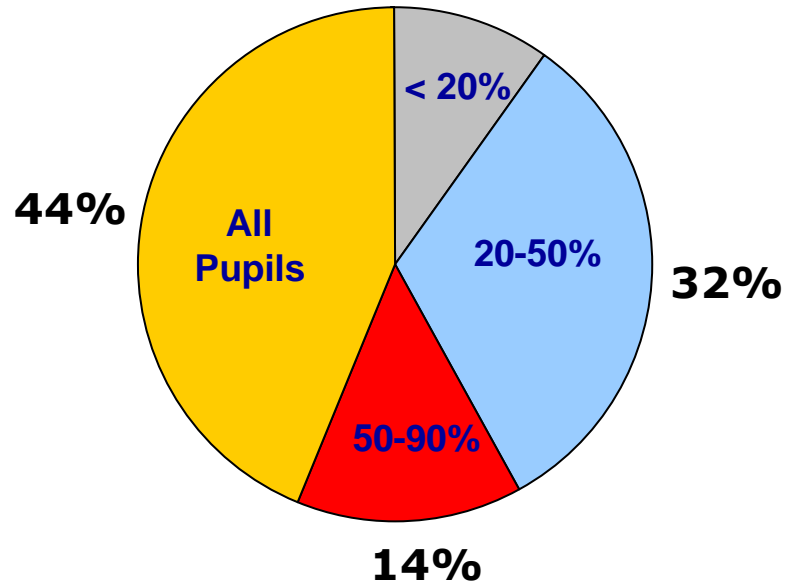




Extent of opportunity

Opportunity to undertake Residential Experience

10%

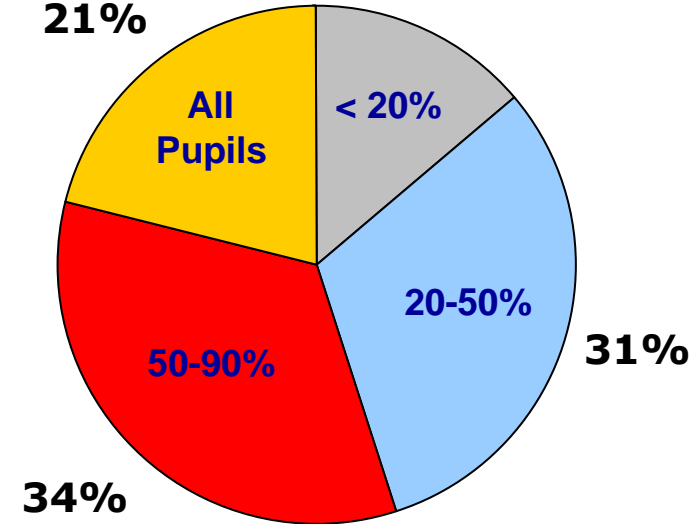


Base excluding D/K: 798

Average proportion of students: **72%**

Actually undertake Residential Experience

14%



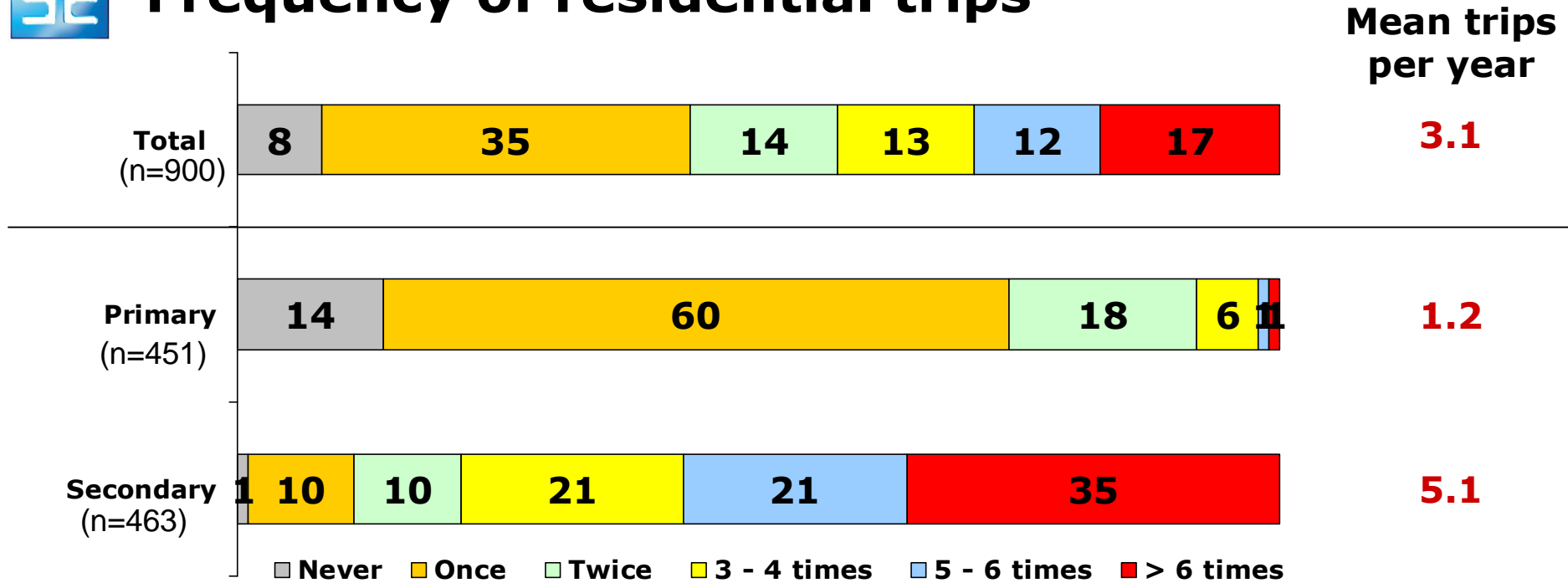
Base excluding D/K: 772

Average proportion of students: **66%**

On average slightly under three quarters of school children have the opportunity to participate in a Residential Experience. Around two thirds actually take advantage of this opportunity



Frequency of residential trips



- How the school is funded appears to play a part in frequency of residential. When the data above was compared to funding regimes the results were 35% of Foundation Schools organised more than six residential per year, whereas the same figure for voluntary controlled schools was 9%
- Voluntary Controlled schools are most likely never to go on residential (20%)
- Rural schools are most likely to only go once a year (45%)

Primary schools are six times more likely to be organising only one trip per year





Gender split on residential trip participation

Respondents were asked to comment on the gender split of their last residential.

	Total %	Primary %	Secondary %
All boys	4	1	6
A lot more boys than girls	2	2	3
Slightly more boys than girls	4	3	5
About an even split	74	85	65
Slightly more girls than boys	6	3	9
A lot more girls than boys	2	1	3
All girls	4	-	8
BASE:	819	395	438

Base: all organising residential trips

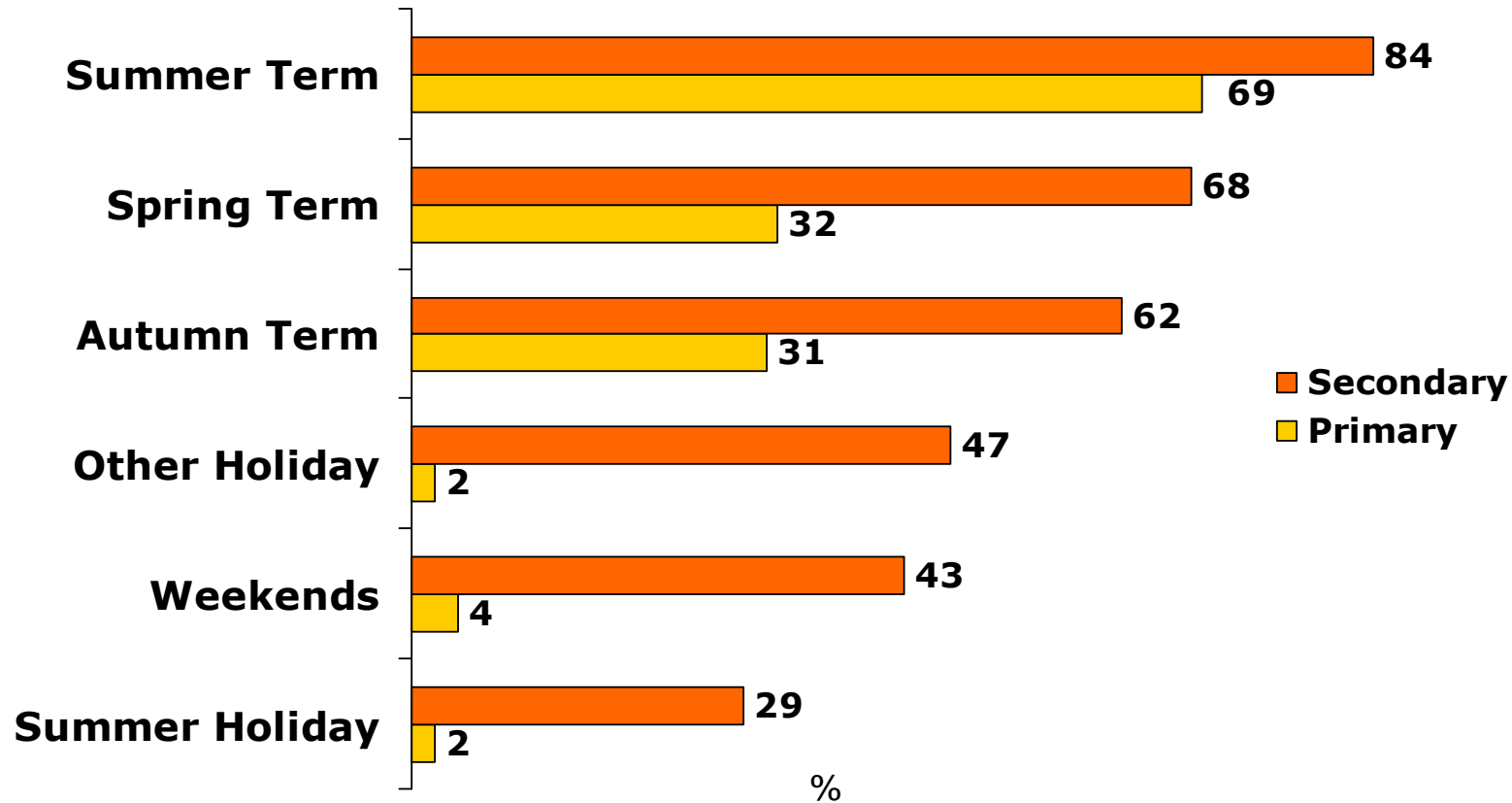
Don't Know = 4%

Overall around three quarters of residential trips are of even gender. As the age of the child increases, more gender specific trips appear to be taking place





When do they take place?

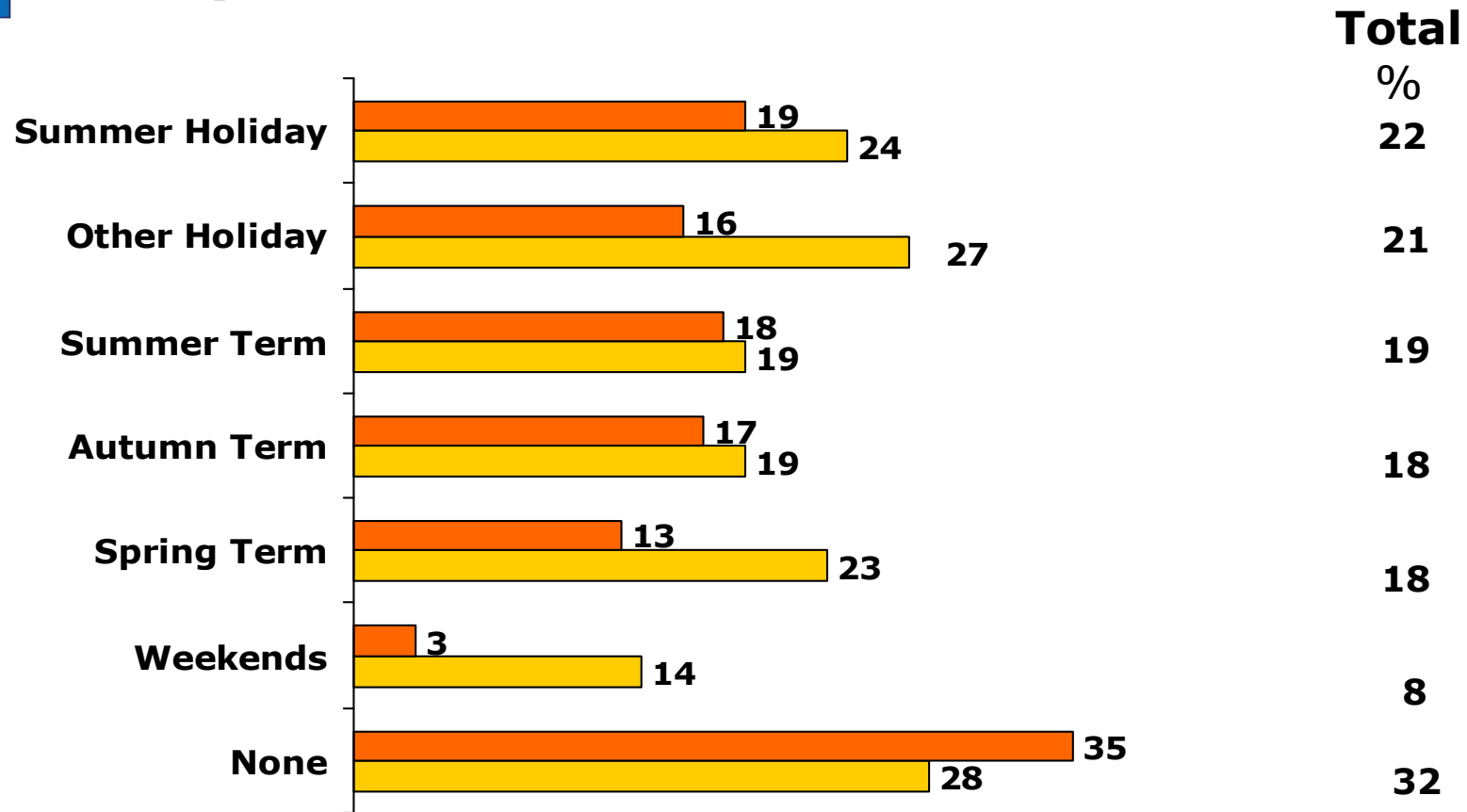


- Larger schools much more likely to be organising trips at all times

Clear differences between the Secondary and Primary schools with Primary much more limited in scope



Time periods not considered



Base: 819 (all organising residential trips)

■ Primary ■ Secondary

Differences between Primary and Secondary schools much less pronounced here although Primaries are still more limited





Reasons for not considering trips

Reason	Summer Term % (n=153)	Autumn Term % (n=148)	Spring Term % (n=146)	Summer Holiday % (n=177)	Other Holiday % (n=173)	Week end % (n=68)
Too many exams/SAT's	84	17	57	6	8	1
Other activities at this time of year	7	14	7	3	4	4
Too expensive	7	1	-	4	1	3
Weather	1	39	33	-	13	-
Children don't know teacher / need to settle in		24	1	1	1	-
Missed lesson time	1	10	6	-	-	1
Staff / pupils on holiday / wouldn't want to go	-	-	-	73	59	63

Base: (all would not consider organising trips during specific time)



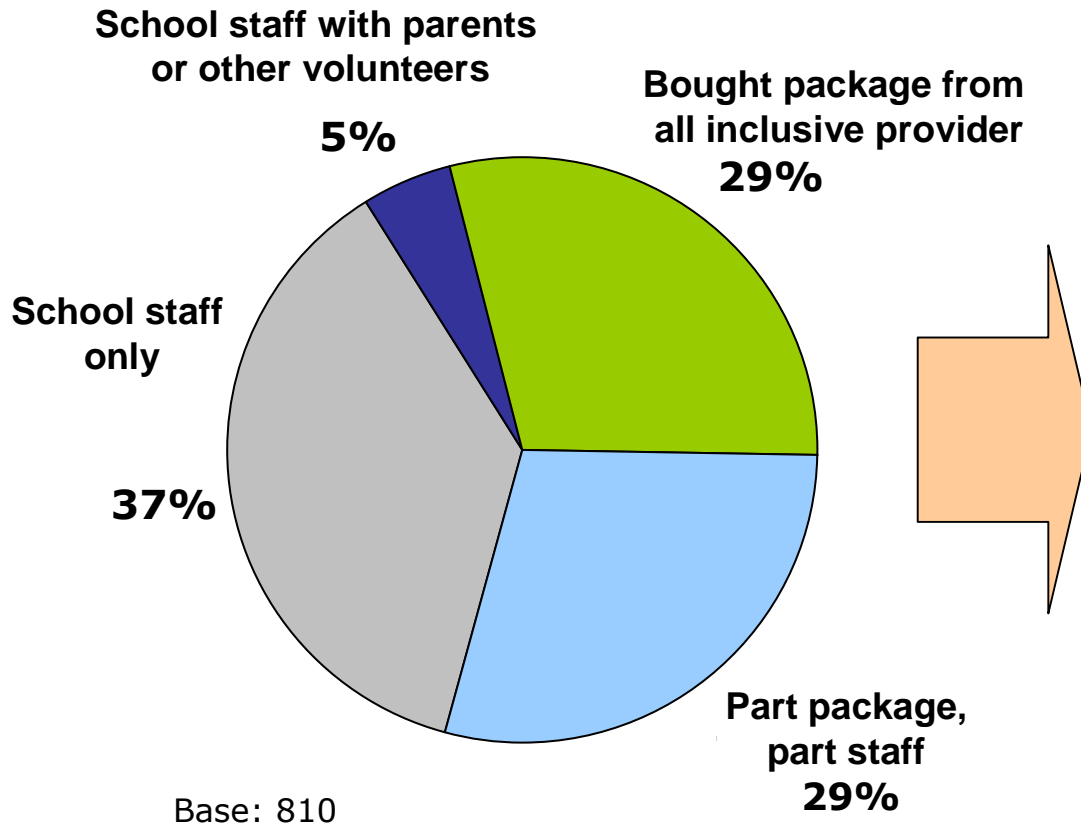
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Organisation





How trips are organised



Who provided the package element %

An outdoor education / pursuit centre	14
PGL Ltd.	12
Local Education Authority	7
Kingswood centre	6

Base: 460

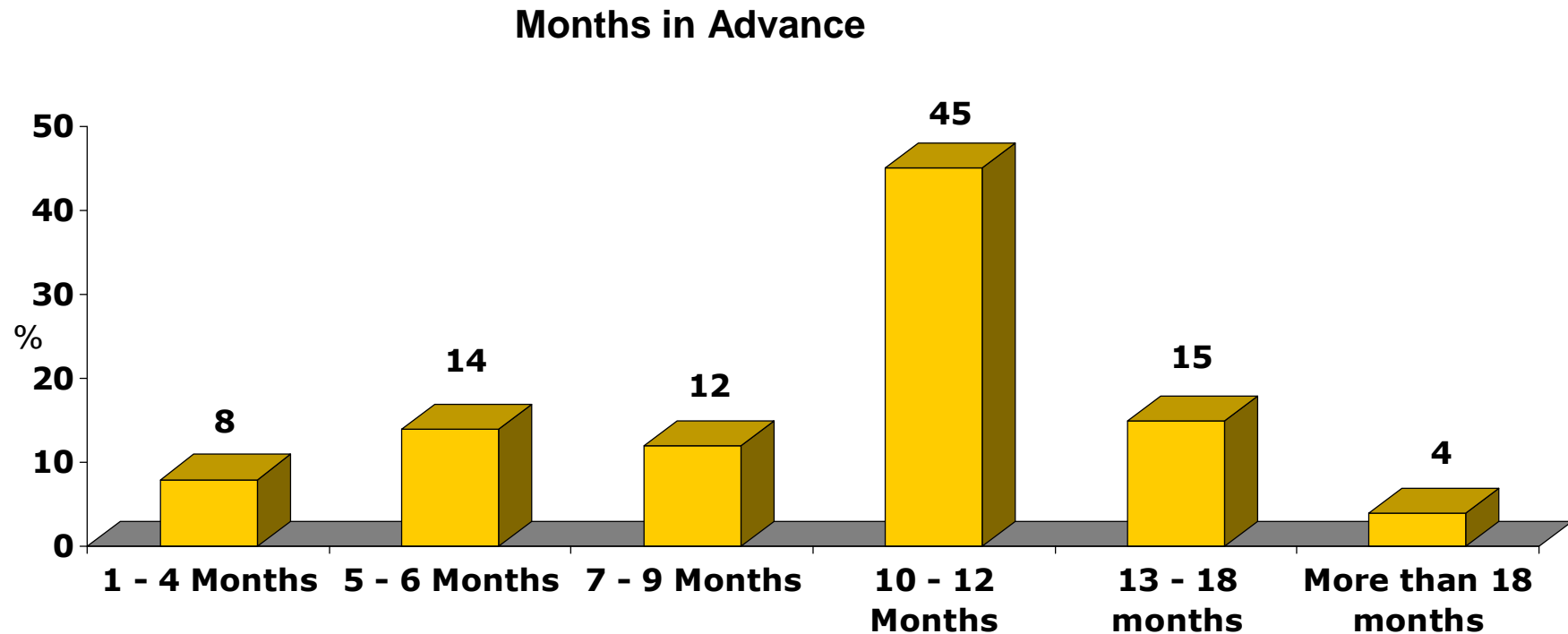
School staff represent the most active force in organising residential trips





Advance planning

Respondents were asked how far in advance the residential trips are planned



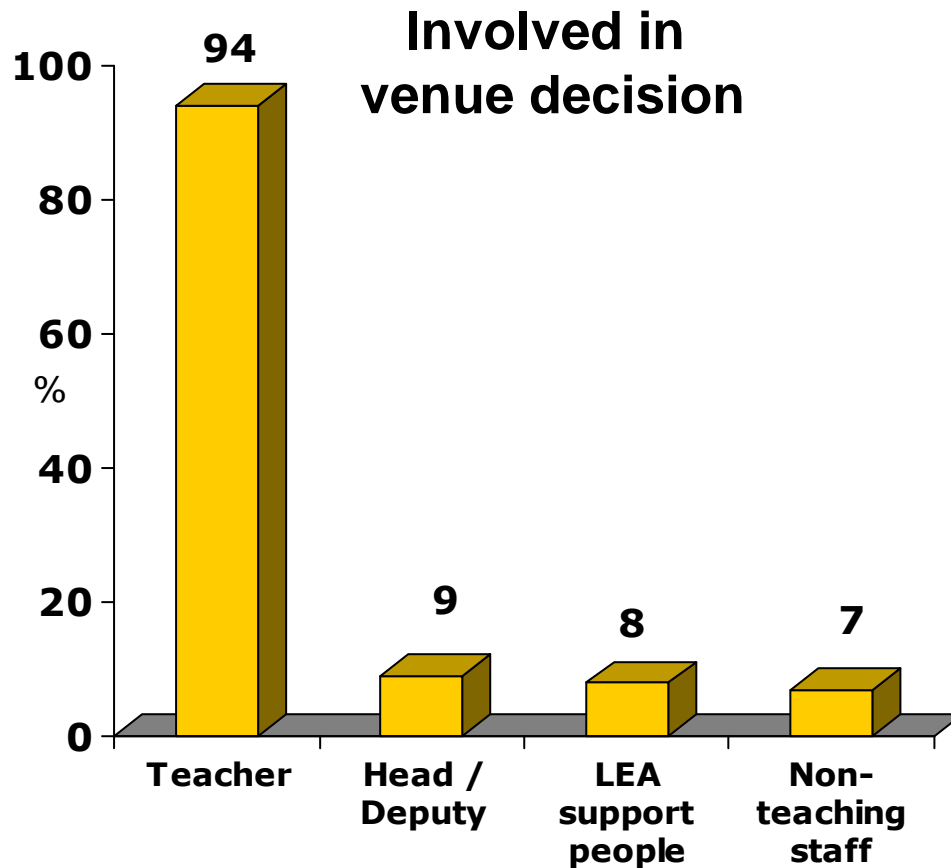
Base: all organising residentials (819)

- Primary school more likely to plan well in advance

Residential experience trips would generally appear to be planned one year in advance



Who decides where to go?



Reason	%
Long standing agreement	50
Past experience	8
Choose different experience each time	7

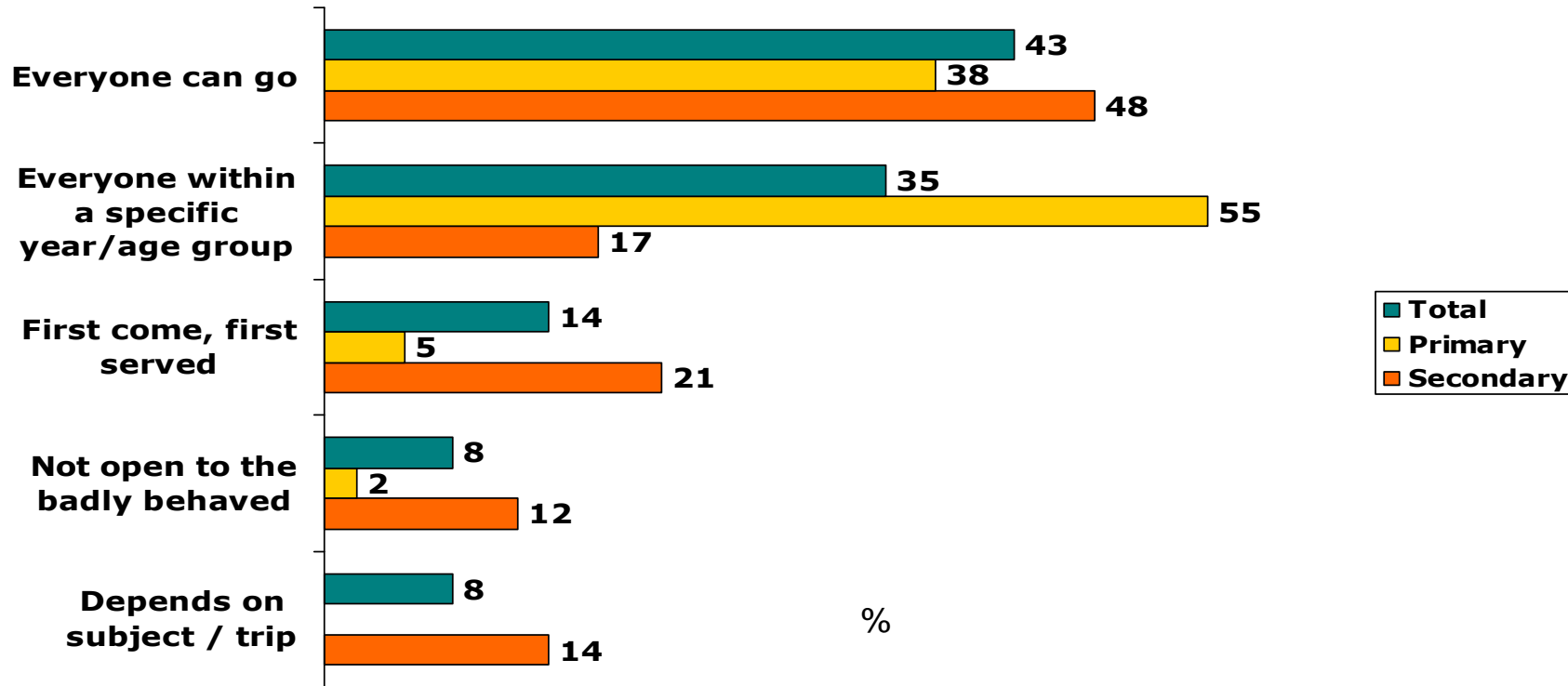
Base: 819 (all organising residential trips)

Choice of venue completely dominated by teacher's decision with tried & tested and long term relationships coming to the fore



Who can go?

Respondents were asked how they selected which children got to go on a residential experience



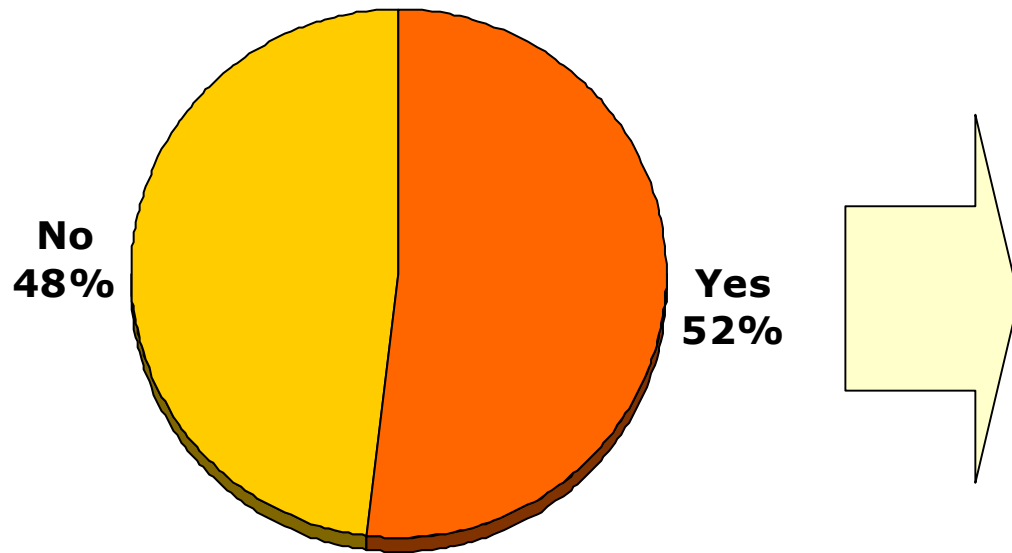
Generally, within the bounds of age specifics, trips are open to all of the children

Base: 819 (all respondents in schools organising residential trips)



Who can't go?

Do you have children who would find it difficult to go on these trips?



Base: 819 (all organising residential trips)

Why would they find it difficult %

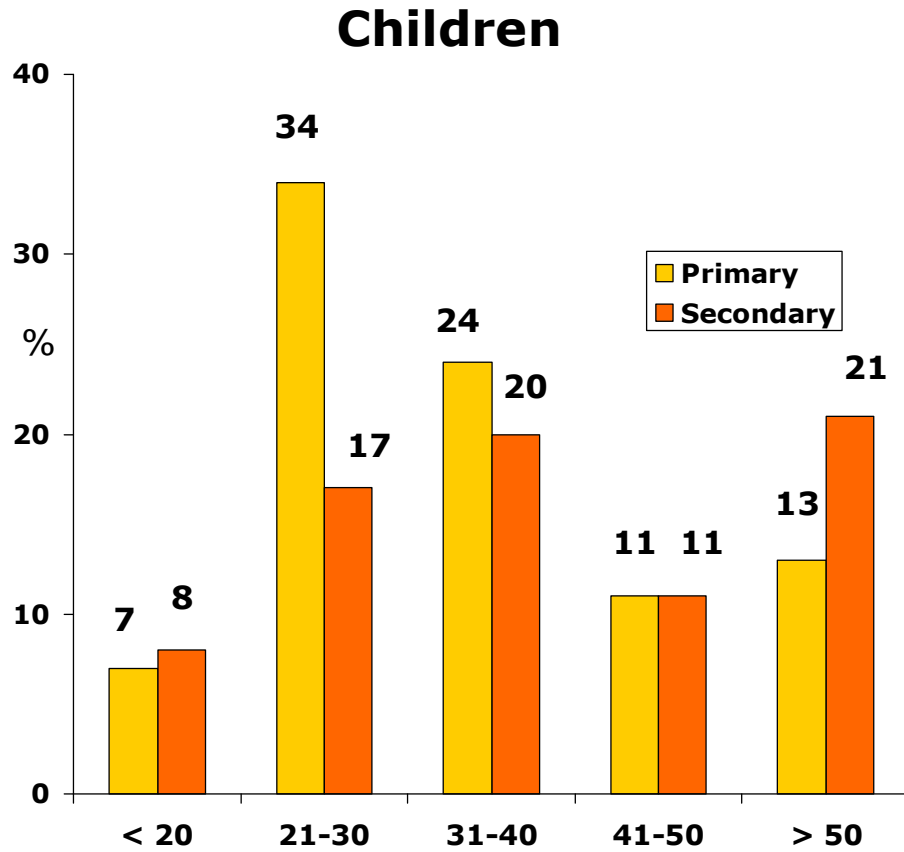
Prohibitive cost	61
Disability	31
Behavioural record	18
Religious reasons	4
Ethnic/cultural reasons	3

Base: 422 (all with children with difficulties)

Cost represents the primary reason why some children may not be able to attend a residential experience. However, disability also represents a significant barrier to some



How many go?



Base: 810 (all recall most recent trip)



Base: 810 (all recall most recent trip)

In general, a 'typical' Residential Experience would include between 30-40 children, 3-4 teachers and possibly 1 or 2 other adults



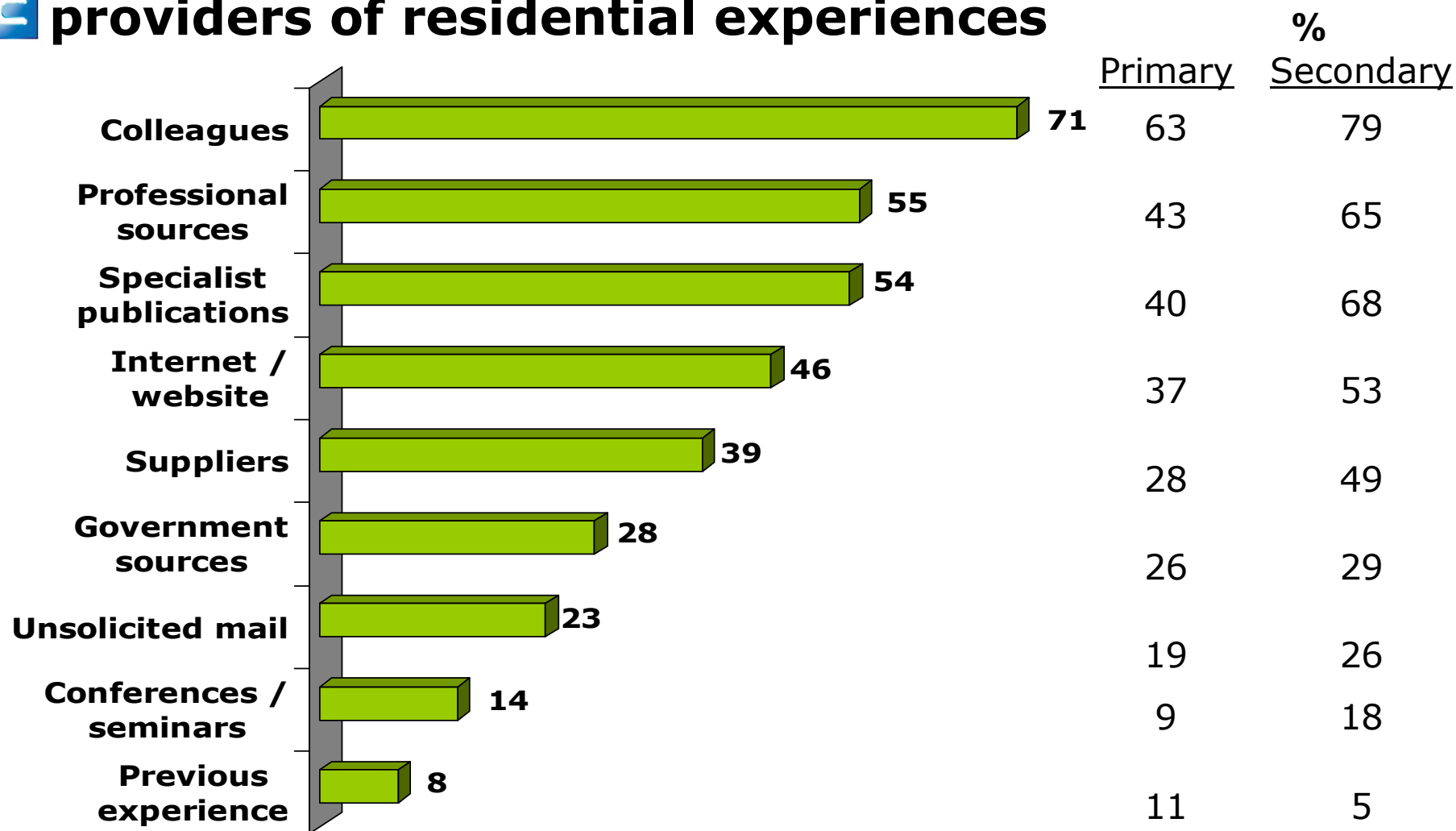
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Choosing a venue





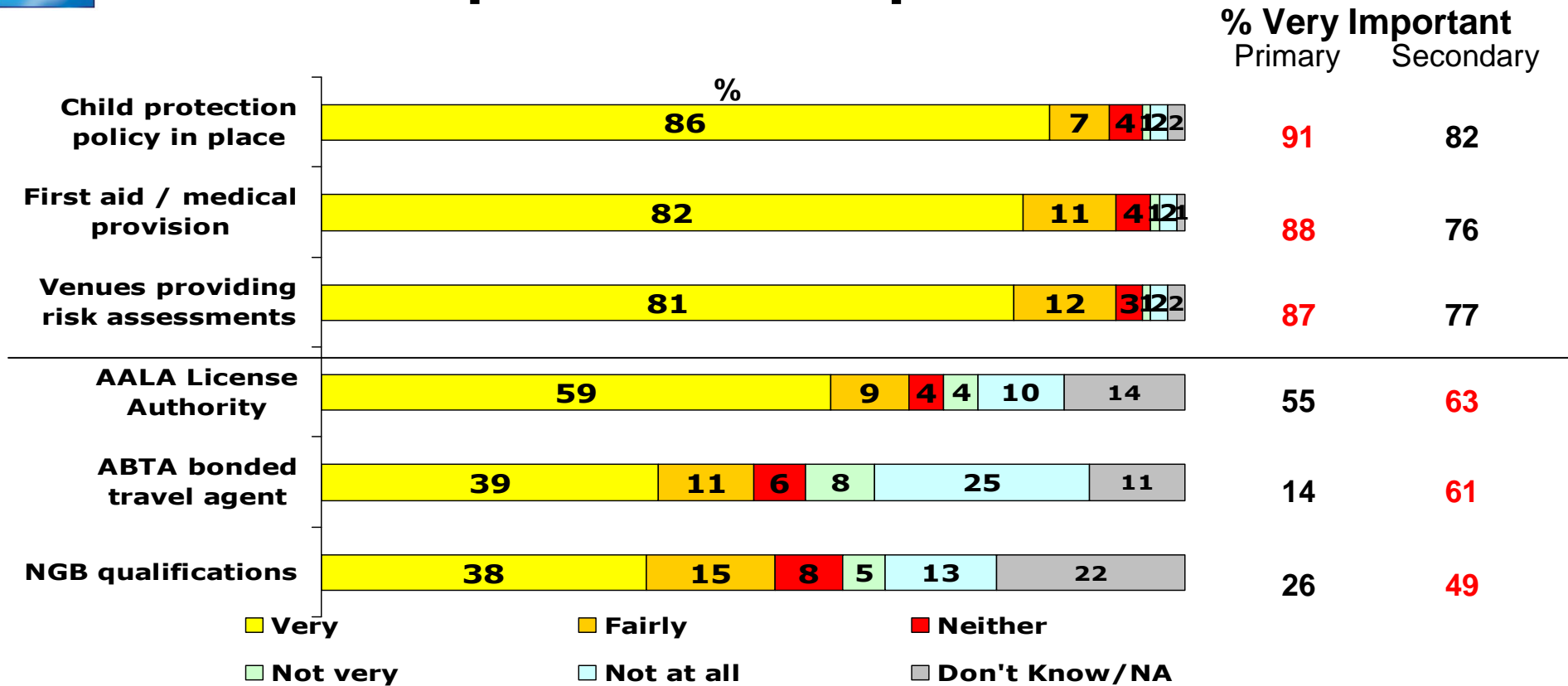
Information sources used to locate / research providers of residential experiences



Base: 819 (all organising residential trips)



Importance of factors in deciding on a residential provider or experience



Base: 819 (all organising residential trips)

AAALA = Adventurous Activities Licensing Authority (licence caving, climbing, trekking or water activity at venue)

ABTA – Association of British Travel Agents

NGB – National Governing Body (for a sport)

With the younger children Primary schools naturally placing particularly high importance on issues of safety. Industry guarantees of quality much more important to the Secondary schools





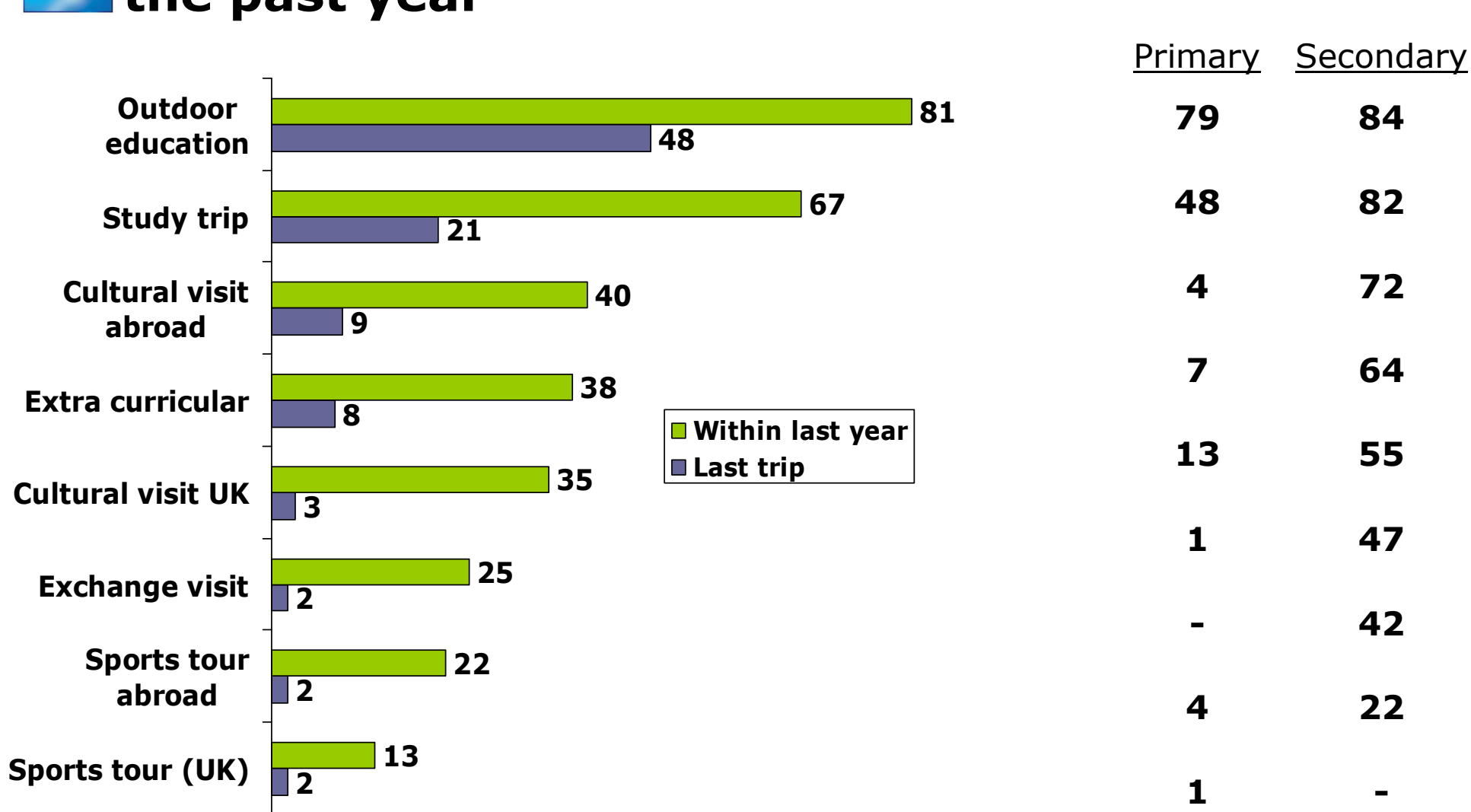
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Trips undertaken





Types of Residential Experiences undertaken in the past year



Base: 819 (all organising residential trips)





Residential trips by age

Age groups attended particular trip	Outdoor Education (n=666)	Study Trip (n=547)	Cultural Visit Abroad (n=327)	Extra Curricular (n=308)
7 – 8 years	9	8	2	5
9 – 10 years	21	18	3	6
10 – 11 years	53	35	24	21
12 – 13 years	36	25	51	32
14 – 15 years	38	38	66	70
16 years	26	40	56	63
DK	2	3	2	4

%

Base: (all engaged in a residential trip in the last year)





Residential trips by age (cont)

%

Age groups attended particular trip	Cultural Visit UK (n=285)	Exchange Visit (n=207)	Sports Tour Abroad (n=182)	Sports Tour UK (n=108)
7 – 8 years	7	2	1	6
9 – 10 years	10	3	2	6
10 – 11 years	35	16	27	30
12 – 13 years	48	50	68	43
14 – 15 years	58	72	84	58
16 years	56	47	70	44
DK	4	3	2	8

Base: (all engaged in a residential trip in the last year)





Where to?

Outdoor Education (n=666) %

Wales	16
Lake district	10
France	7
Yorkshire	5

Study Trip (n=547) %

France	19
Wales	12
Germany	6
Yorkshire	6

Cultural Visit Abroad (n=327) %

France (unspec.)	36
Paris	17
Germany (unspec.)	16
Spain (unspec.)	9
Belgium	6
Italy	6

Extra Curricular (n=308) %

Wales	15
Lake District	11
Yorkshire	9
Peak district	8
France	7

Base: (all engaged in a residential trip in the last year)





Where to?

Cultural Visit UK (n=285)		%	Sports Tour Abroad (n=182)		%
London		46	France		22
Stratford upon Avon		6	Italy		19
Exchange Visit (n=207)		%	Holland		14
France		59	Austria		10
Germany		50	Spain		9
Spain		13	America		7
Sports Tour UK (n=108)		%	Canada		6
Wales		12			
London		6			
Scotland		6			
Lake District		6			

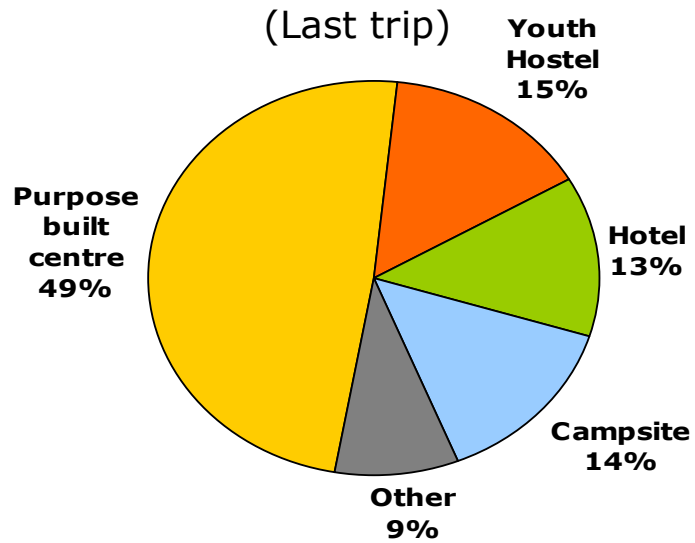
Base: (all respondents engaged in a residential trip in the last year)





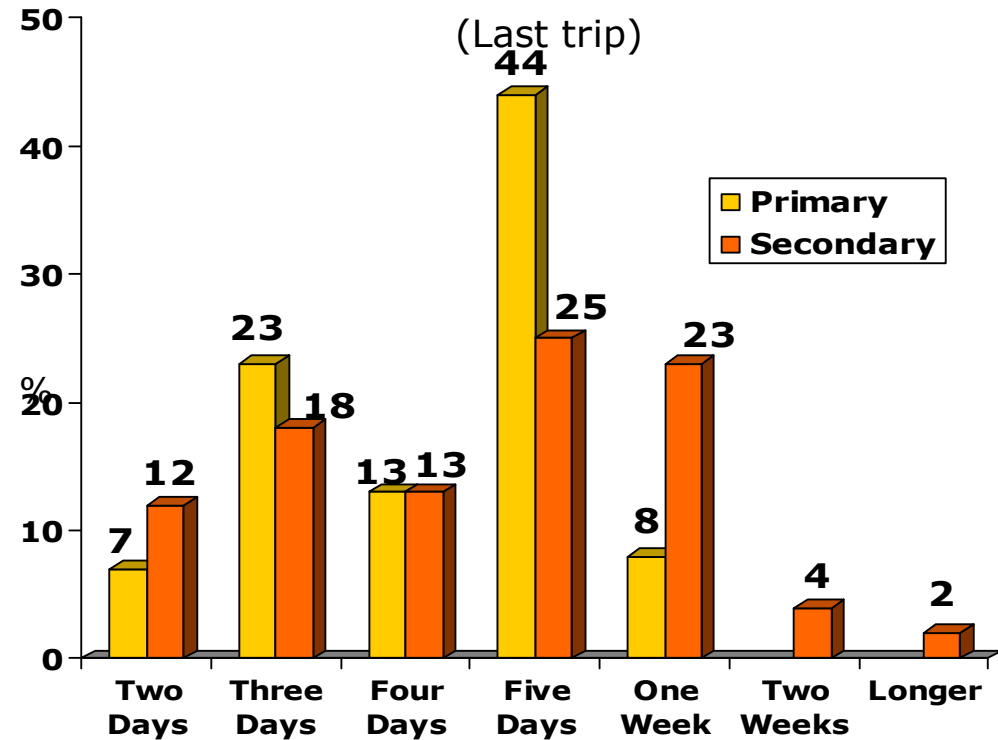
Accommodation & Duration

Accommodation



Base: All recall latest trip (810)

Duration of Stay



- Secondary schools three times as likely to be using Hotels
- Primary twice as likely to use purpose built centres

As most recent trips were outdoor education, purpose built centres dominate the accommodation for residential experiences. This was particularly the case amongst Primary schools



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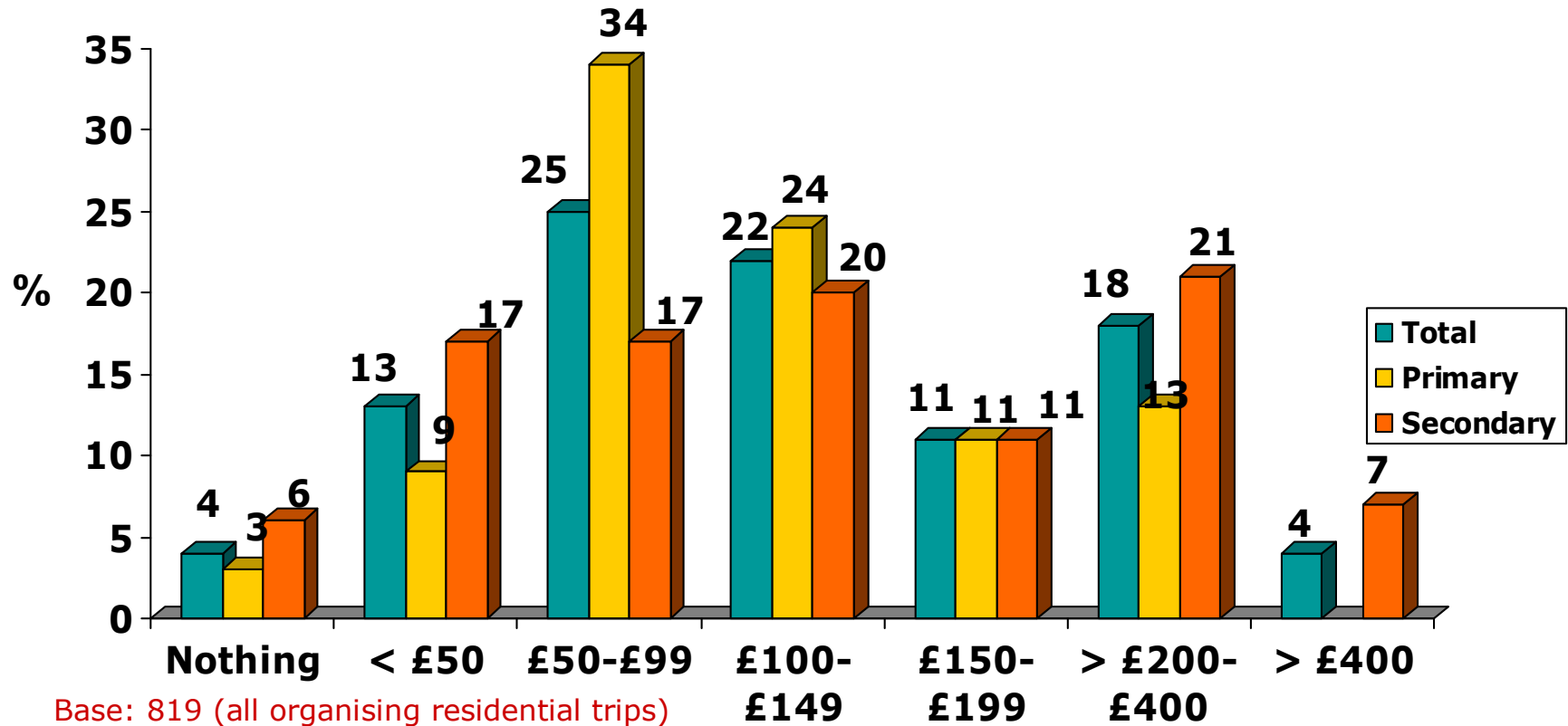
Issues of Cost





How much does it cost?

Respondents were asked roughly how much it cost the pupils to go on a residential trip

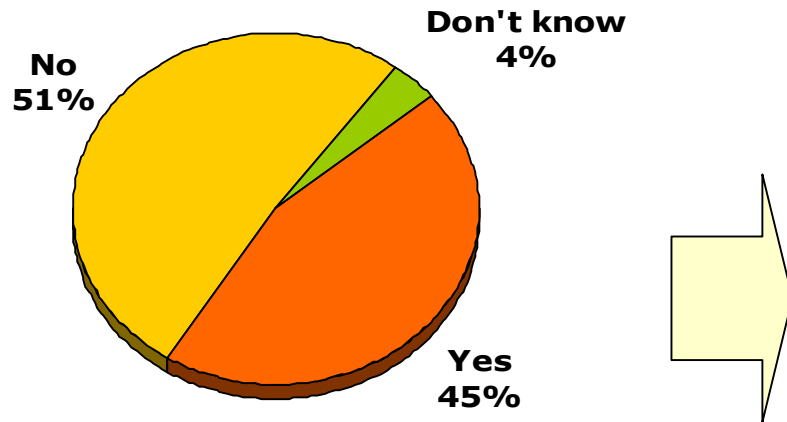


Average cost for a Primary school Residential Experience was in the region of £130 compared to around £155 for the Secondary schools



Were the trips subsidised?

Was the trip subsidised for the pupils?



Base: 810 (all recall most recent trip)

Extent of subsidy

Extent of subsidy	%
Total cost	14
About three quarters	13
About half	23
About a quarter	13
Less than a quarter	19
Don't know	18

Base: 367 (all subsidised)

- School funds accounted for over half of all subsidies (58%)
 - LEA/Council accounting for a further 18%
- Inner city schools far more likely to be subsidised (72%)
 - Others all below 50%

Only half of the residential trips undertaken were subsidised in any way with the schools themselves accounting for the bulk of additional payments



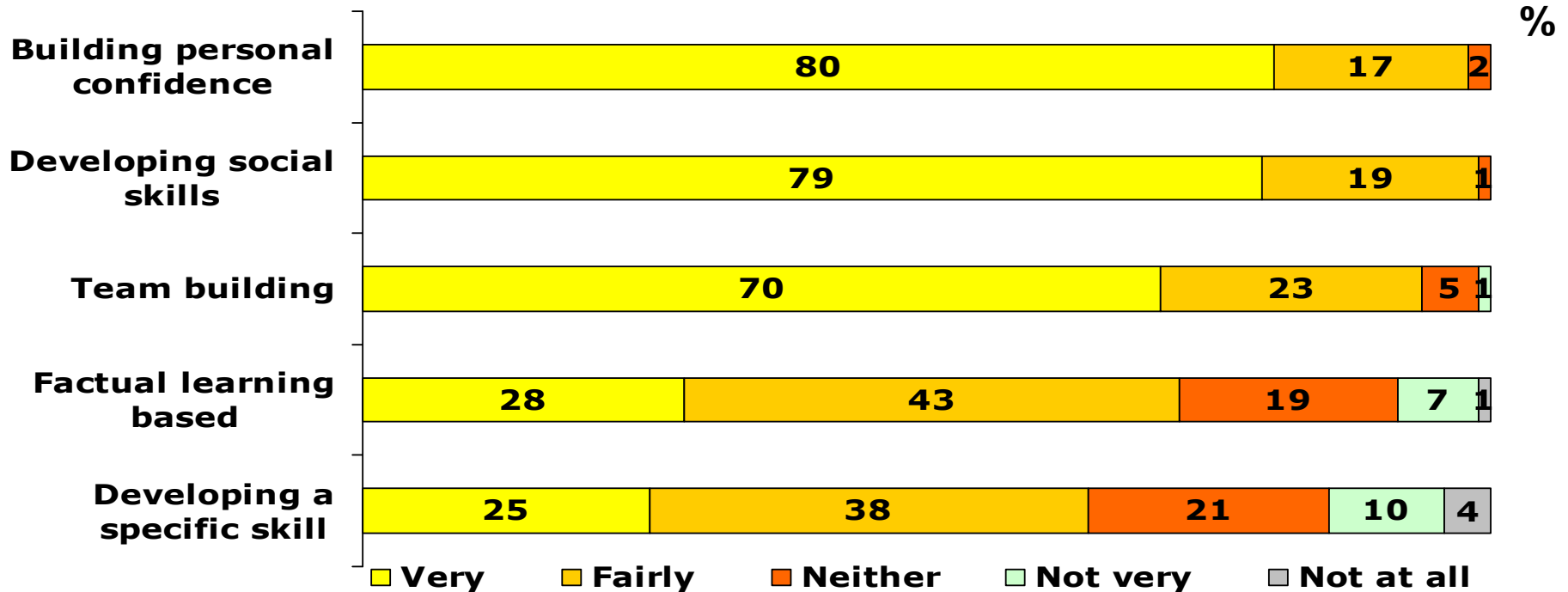
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Issues of Assessment





Importance of potential benefits from a residential experience



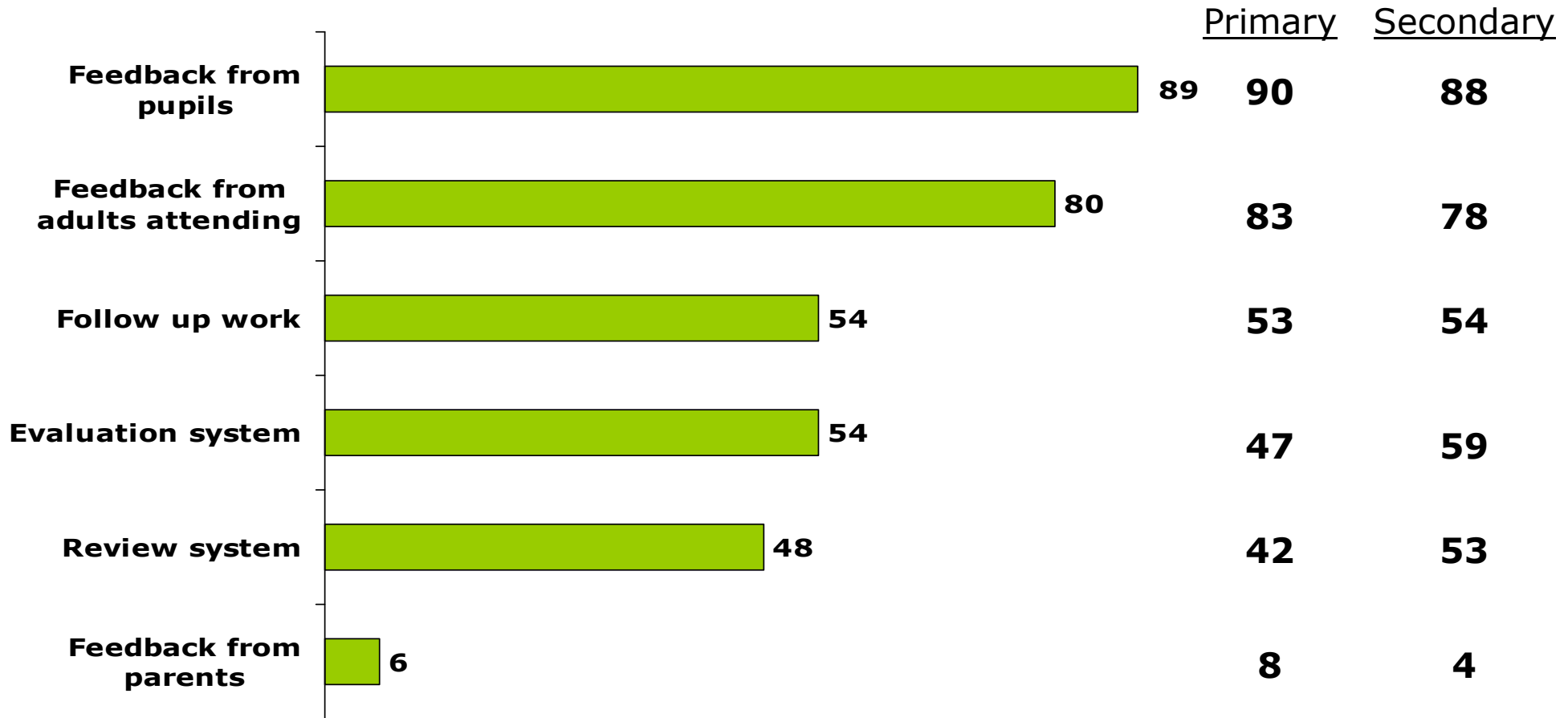
Base: 819 (all organising residential trips)

- Top three elements all of greater importance to Primary schools
 - Secondary schools placing greater weight on skills development

Schools clearly place high importance on the social and personal growth attributed to the Residential Experiences



How the success of a residential experience is assessed



%

The bulk of success/failure assessment is done on the basis of feedback from those who were actually present

Base: 819 (all organising residential trips)





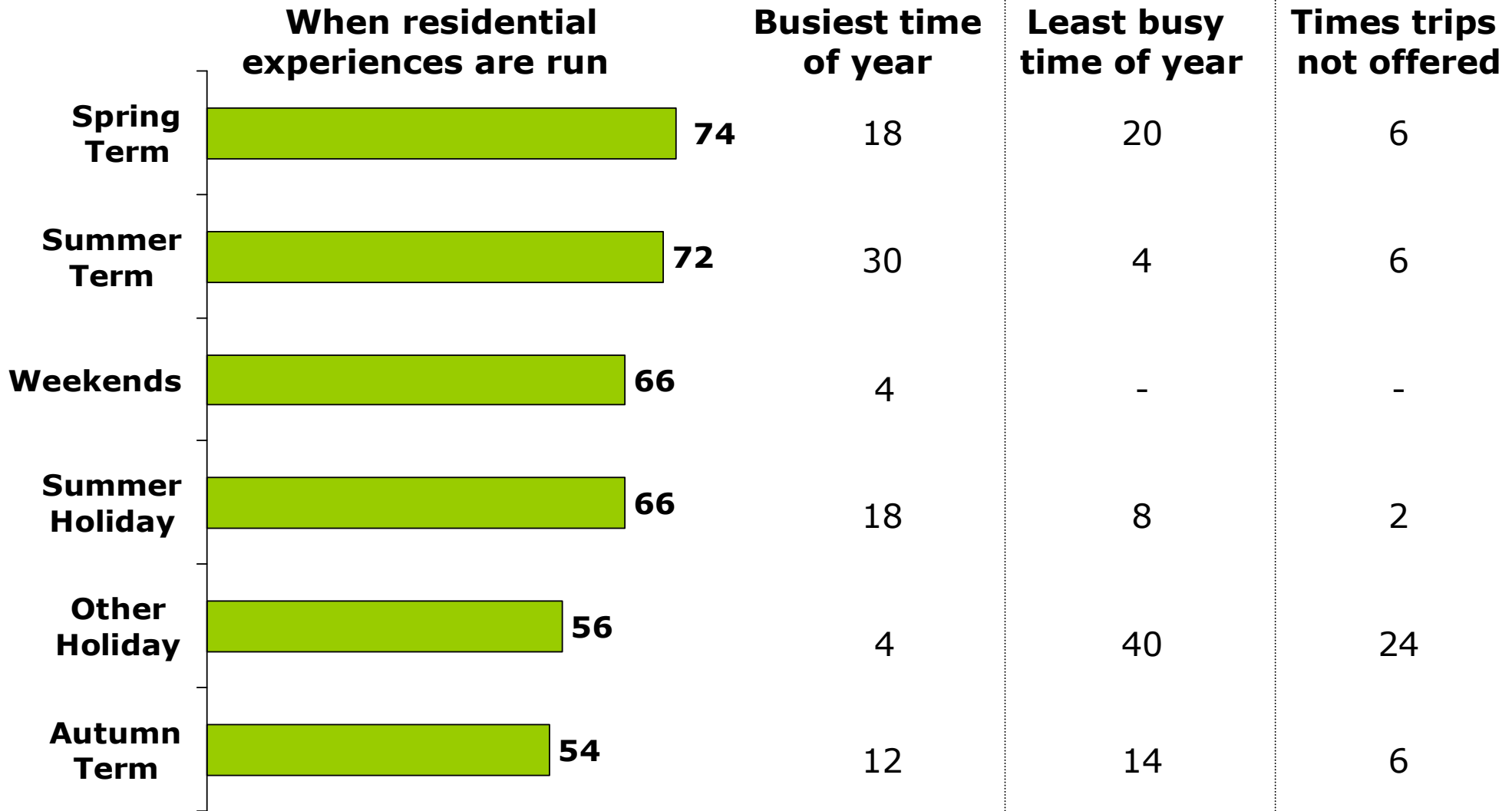
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The Providers' Perspective





When residential experiences are run



Base: 50 (all provider respondents)





How close to full capacity at certain time of year

Reason	Summer Term %	Autumn Term %	Spring Term %	Summer Holiday %	Other Holiday %	Week end %
0% (Empty)	-	2	2	6	10	8
1% - 49%	12	16	18	10	12	10
50% - 99%	40	48	38	30	26	28
100% (Completely full)	38	20	28	38	26	28
Don't know	10	14	14	16	26	26

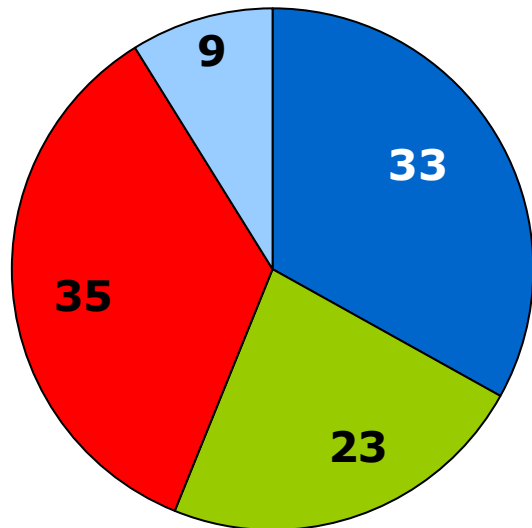
Base: 50 (all provider respondents)



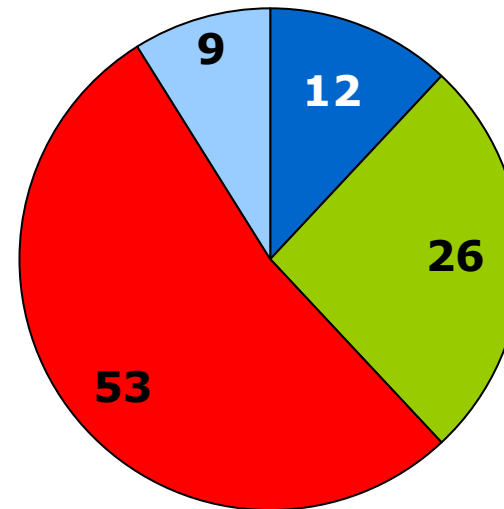
How would the organisation cope if the demand for their services increased by...


%


50% during their busiest time of year




100% during their busiest time of year



 We already have the capacity to cope

 We would expand to match the capacity needed

 We would not be able to meet the demand

 Don't know

Base: 50 (all provider respondents)





Providers perception if every UK child were to experience a trip whilst at school

Response	%
Would be good/we'd welcome it	28
We would need more funding	26
We would need more staff/our staff would be too overstretched	24
Create more income/revenue for us	10
We would need to improve or expand our buildings/build more accommodation	10

Base: 50 (all provider respondents)



Impact on organisation if every UK child were to experience a trip whilst at school

What would be positive about this initiative	%
Opportunities and benefits for children	50
Children can build friendships/develop social skills	20
Good for business/financially	20
The outdoor experience they'd receive	14
Build self confidence	10

What would be negative about this initiative	Total %
Nothing	50
Increased workload	12
Cost implications	8
Not having the needed resources	8
Not enough/overworked staff	8

Base: 50 (all provider respondents)



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Conclusions





Conclusions

- On average, Residential Experiences are arranged around **three times per year** and **one year in advance**
- Senior schools are far more prolific in this area arranging an average of **five per year** compared to just **one for the Primary schools**
- The bulk of visits are **Outdoor Education** trips where children are offered the opportunity to experience such activities as orienteering, canoeing, climbing, abseiling, etc
- **Summer Term** is the most common time to organise Residential Experiences, however Secondary schools in particular, are open to other times in the school year
- The prime **reasons for avoiding certain times of year** is the **clash with exam periods** during Summer & Spring terms, and the belief that **neither pupils nor staff would want to go** during holidays and weekends
- Among the small number of schools who do not organise trips, concerns over **liability and Health & Safety** are higher than issues of cost in terms of reasons for not organising such trips, though this survey does not provide specific data on what those concerns comprised, nor on whether they had any justification.



Conclusions

- The 'average', Residential Experience costs around **£140** although this will be **subsidised** in around **half of cases** – usually from school funds
- The 'typical' trip will include between **30 – 40 children, 3 – 4 teachers** and possibly **1 or 2 other adult helpers**
- In terms of **importance of goals** for the Residential Experiences, issues of **team building, building personal confidence and developing social skills** stand out for schools
- **Success** is generally **assessed** based on **feedback from the pupils and adults** attending



Conclusions

- On average, around **7 in 10 school** children are given the opportunity to partake in a Residential Experience during their time at school
- Around **two thirds** of children actually do so
- If **all** pupils were to undertake a Residential Experience, demand would **increase by 50%**
- Of the 50 providers we interviewed, **33% claimed they could already cope** with this increase with a further **23%** saying they **would expand** to meet the proportionate increase
- Therefore a worst case scenario of *all* schoolchildren wanting to go on a Residential Experience during peak Summer term times, could mean a shortfall in availability

While it is true that the worst case scenario would mean a likely shortage of places available, this must be viewed in a context of 90% of Senior schools being willing to arrange trips at other times of the year and certain provider organisations ability to cope with a greater than 50% increase



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APPENDICES





Appendix One - Respondent breakdown

School Category	%	Number of Pupils at School	%
Community	53	0 - 100	10
Foundation	9	101 - 200	15
Voluntary controlled	10	201 - 300	15
Voluntary aided	17	301 - 400	8
		401 - 500	6
		501+	46
Location	%	School type	%
Inner City	18	Primary	50
Urban	27	Secondary	49
Rural	23	Both	1
Semi-Rural	19		
Suburbs	12		

Base: 900 (all respondents)





Appendix Two - Pupil Numbers by Age Band

	Total %	7-8 %	9-10 %	11-13 %	14-15 %	16 %
None	-	48	50		50	51
1 – 50 pupils	2	37	34		2	2
51 – 100 pupils	8	12	13		3	4
101 – 200 pupils	15	1	1		24	22
201 – 300 pupils	15	1	-		15	14
301 – 400 pupils	8	-	-		3	2
401+ pupils	52	-	-		2	2

Base: 900 (all respondents)



Appendix Three - Residential experience school has taken most recently

Duration of Most Recent Residential Experience

	Total %	Primary %	Secondary %
2 days	10	7	12
3 days	21	23	18
4 days	13	13	13
5 days	33	44	25
6 days	3	4	2
One week+	19	8	23

Number of Children on Most Recent Residential Experience

	Total %	Primary %	Secondary %
Less than 20	23	7	8
21 – 30	25	34	17
31 – 40	22	24	20
41 – 50	11	11	11
More than 50	18	13	21

Base: (all respondents in schools organising residential trips + recall most recent trip)



Appendix Four - Residential experience school has taken most recently

Type of accommodation

How much pupils had to pay to undertake trip

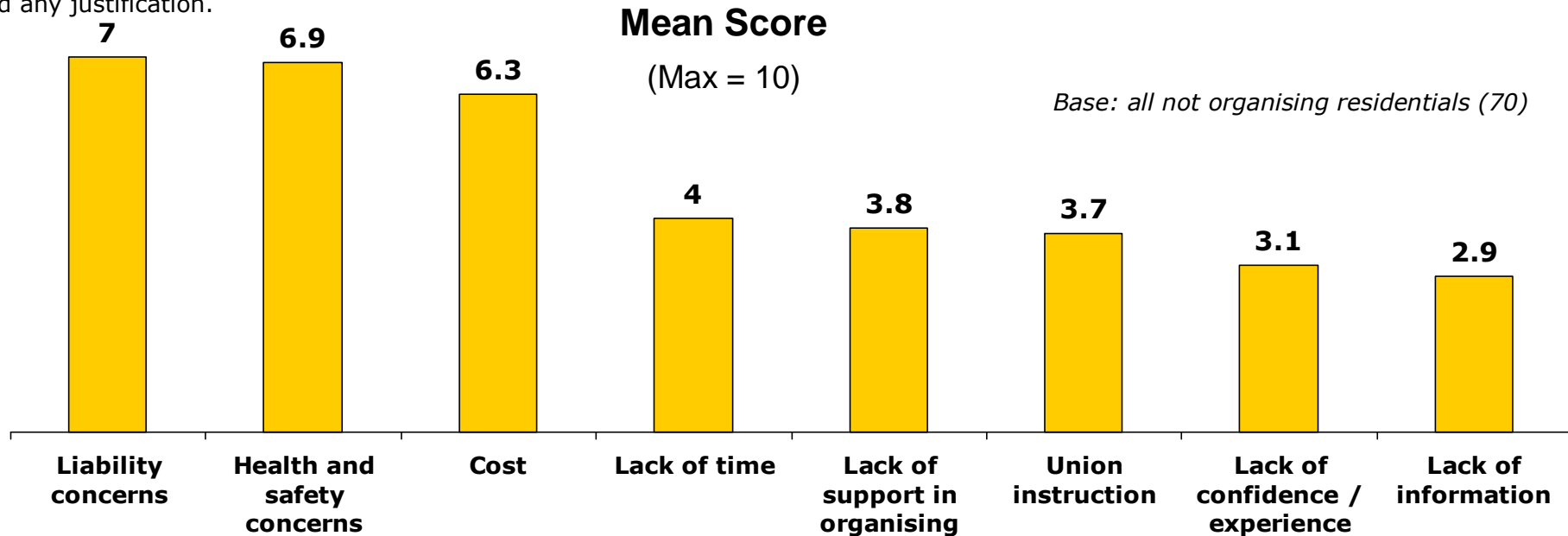
	Total %	Primary %	Secondary %		Total %	Primary %	Secondary %
Purpose built centre	49	66	34	Nothing	4	3	6
Hotel	13	7	19	Under £50	13	9	17
Youth Hostel	15	13	16	£50-£99	20	23	17
Campsite	12	5	17	£100-£149	18	27	10
				£150-£199	16	22	12
				£200-£400	16	13	19
				More than £400	4	-	7

Base: (all respondents in schools organising residential trips + recall most recent trip)



Reasons for not going

The small minority of respondents who did not organise visits were asked the impact of a limited number of elements on their decision. The survey did not ask balancing questions about how good practice in pupil safety contributes to making visits possible, and did not seek to find out what specific aspects of “liability” or “health and safety” were of concern, nor whether those concerns had any justification.

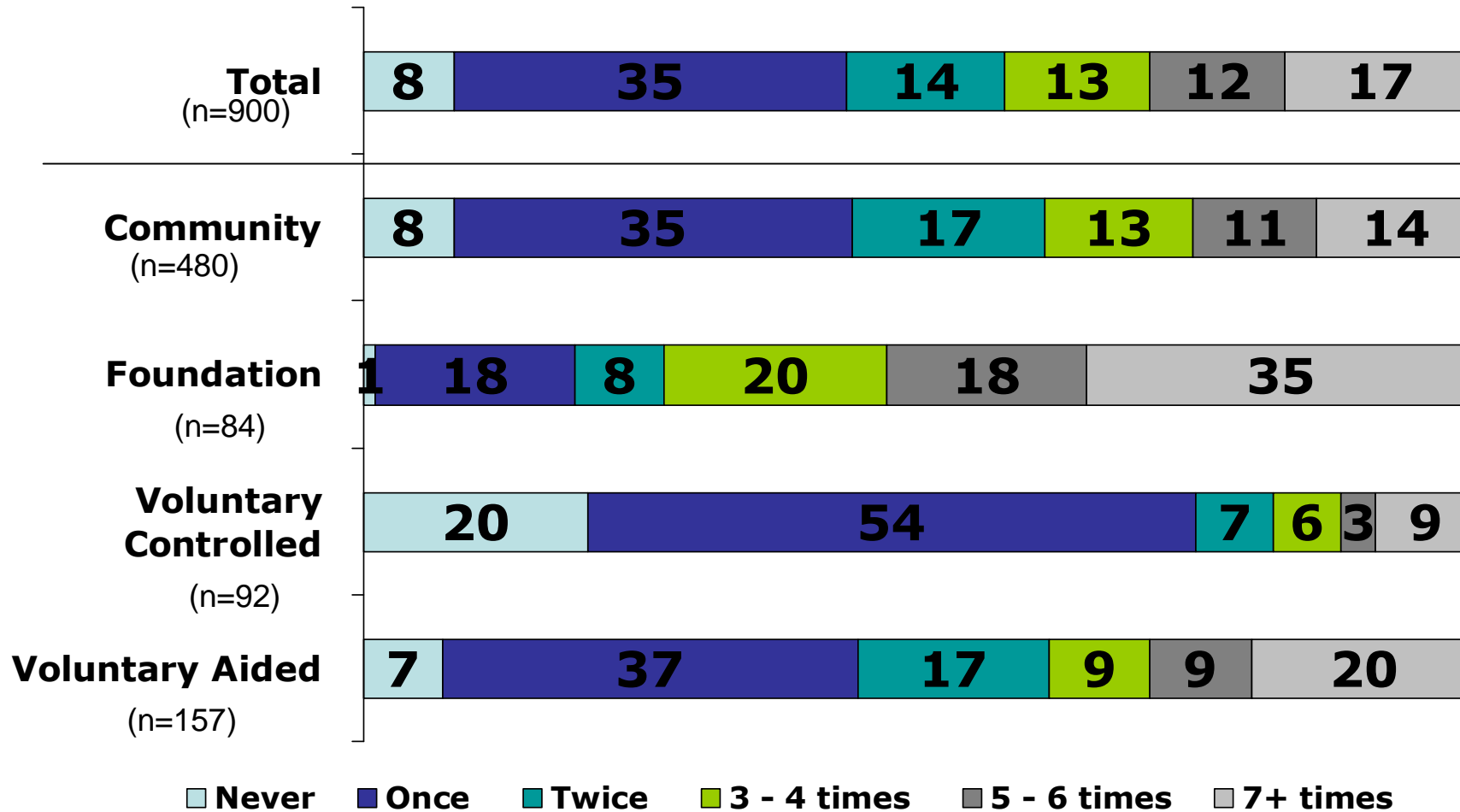


- The views above reflect the views of the individuals contacted and do not necessarily reflect a policy decision by a school.
- In this small minority group, Inner City schools were most likely to cite concerns over liability and cost.
- Concerns over liability also increased with school size.

Among this small minority group, cost takes third place behind liability and safety concerns as prime reasons for not organising trips away



Appendix Five - Frequency of residential trips organised by school per year



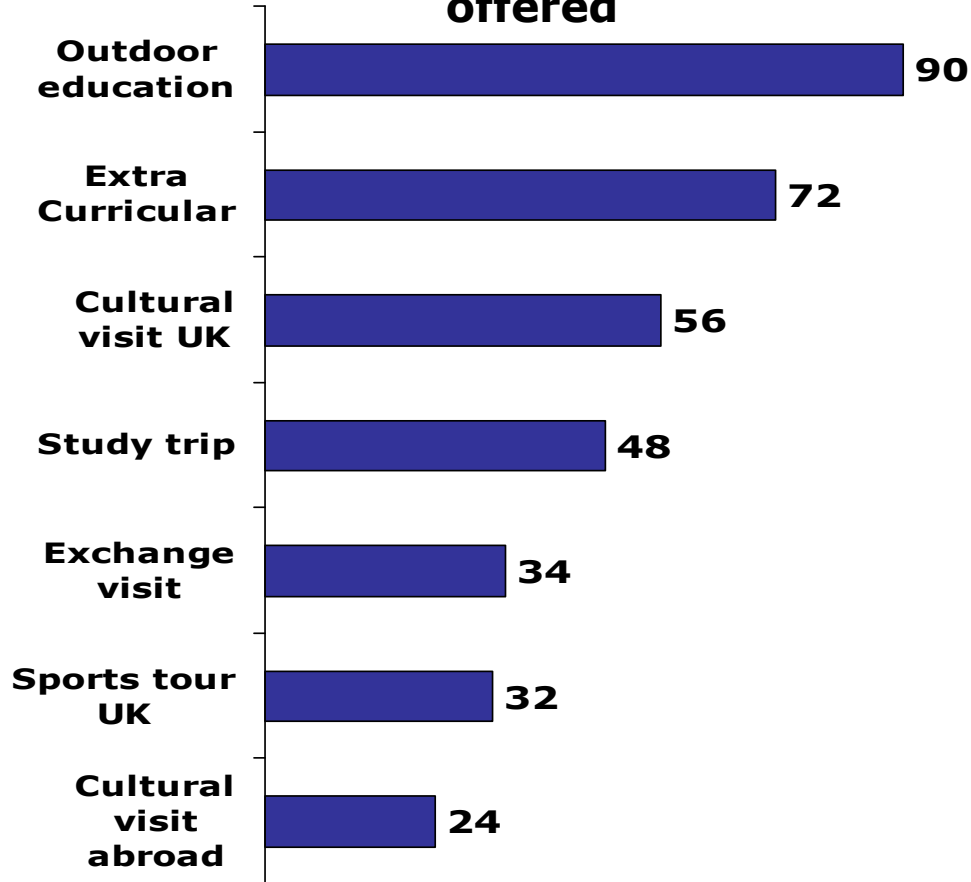
Base: (all respondents)



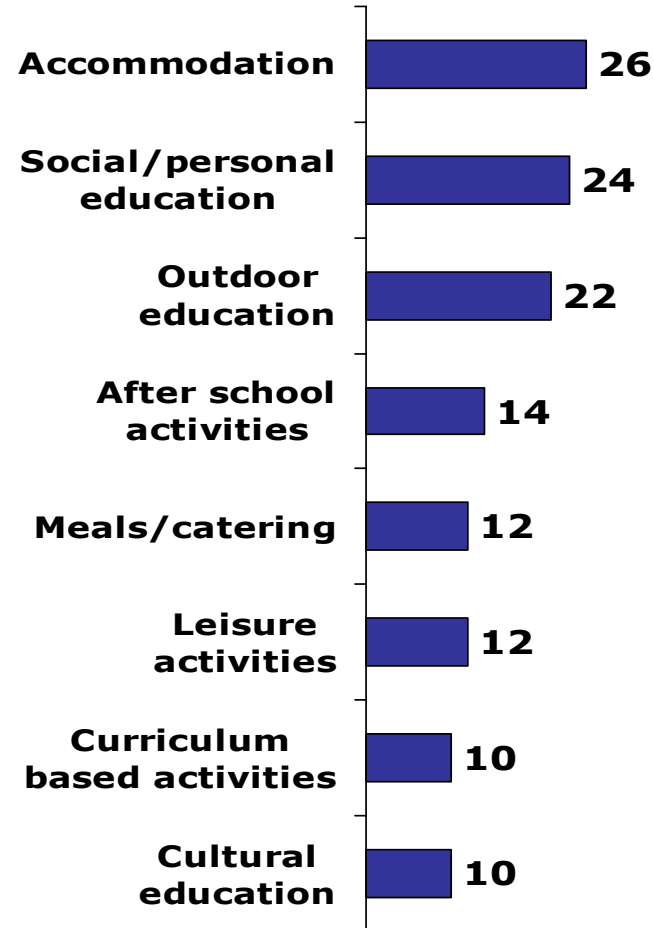


Appendix Six - Types of school trips offered by provider

What types of school trip offered



Exact offering



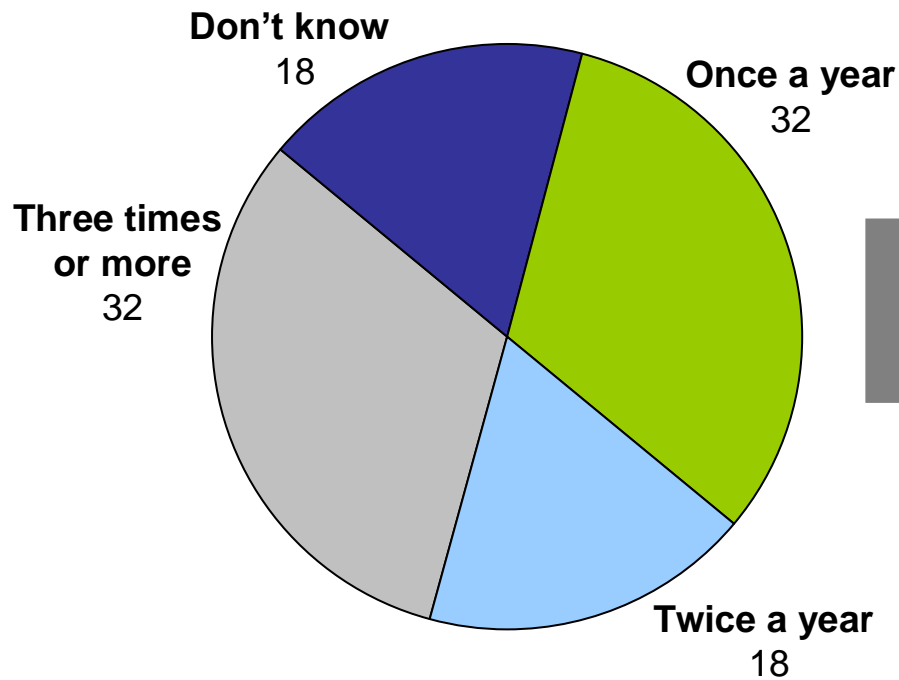
Base: 50 (all respondents)

%



Appendix Seven - Usage of organisation (Provider perspective)

Frequency individual schools use
organisation for residential trips
in a typical year



Are these primary or secondary schools	%
Primary	10
Secondary	40
Both	44
Don't know	6

Base: 50 (all respondents)



Appendix Eight – Provider capacity and facilities

Number of children would be able to cope with in a single week

	Total %
Less than 50	46
50 – 100	24
101 – 200	10
More than 200	22
Don't know	8

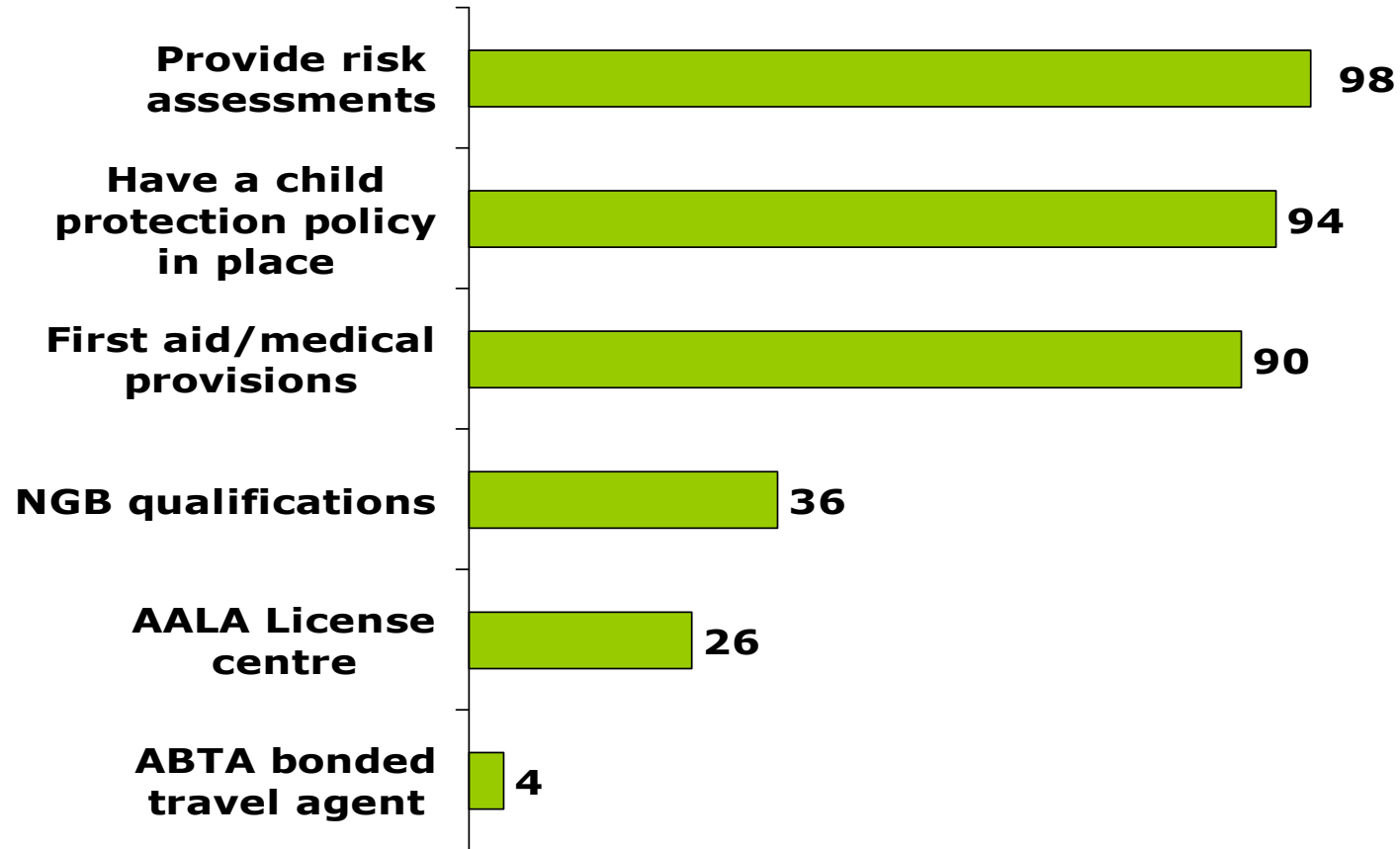
Type of accommodation the children stay in

	Total %
Purpose built centre	42
Youth Hostel	30
Green field site	6
Campsite	4
Hotel	4
Other	14

Base: 50 (all respondents)



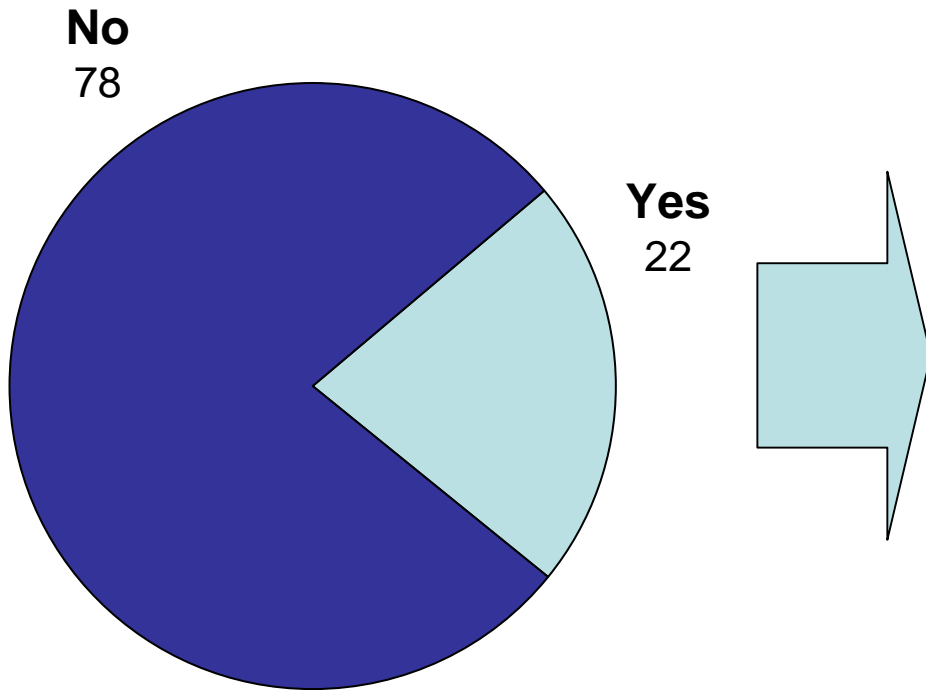
Appendix Nine - Which of the following applies to you (Provider perspective)



Base: 50 (all respondents)



Appendix Ten - Are there any categories of children difficult to cater for (Providers' view)



Base: 50 (all respondents)

Why would it be difficult to cater for these categories	n
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Disability	8
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Behavioural record	1
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Non English speakers	1
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Medical problems	1
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Serious learning difficulties	1
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BASE: 11 (respondents stating it would be difficult to cater for some categories)



Appendix Eleven - Impact of the following on the small minority of schools not choosing organisation for residential experience.

(Most of the 50 schools cited an average of 2 reasons each.)

	Number of schools
Lack of time to organise	12
Liability concerns	12
Health and safety concerns	11
Union advice	10
Lack of confidence/experience	10
Lack of support in organising	9
Cost	9
Lack of information about options	8

Base: 50 (all respondents)